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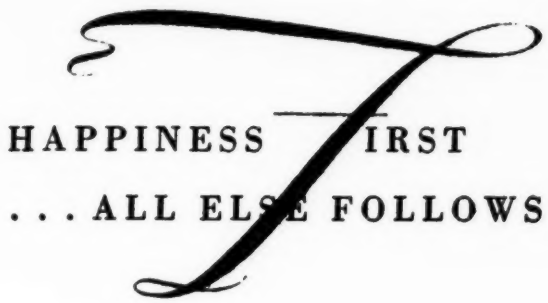
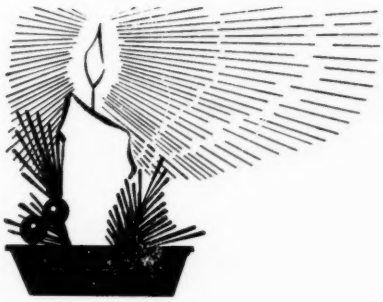


The beauty of the snow that covers the ground and ladens the tree branches on the School grounds, suggests the magnificence of a white Christmas at The Training School.



Holiday Greetings!

There is no place just like The Training School at Christmas time. Certainly no other holiday period is so carefully prepared and so completely entered into by everyone. It starts in early December with the boys gathering laurel in the woods and the glow lasts beyond New Year's Day.

A mixture of unbridled happiness and good-will takes over in a manner which epitomizes the true spirit of Him for whom the day is celebrated and which puts to a certain amount of shame the crass commercialism which unfortunately persists in pervading the Yuletide Season outside the School. Our folks *know* the time has come, they *know* Santa will visit us . . . and on time. They *know* "God blesses us . . . everyone."

May all to whom this message comes have a good measure of this same true spirit of a most wonderful Christmas season.

WALTER JACOB

RECENT RESEARCH ON SOMESTHETIC EFFECTS OF BRAIN INJURY[1]

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Psychology has long concerned itself with study in the area of sensation and perception, the study of *how* man perceives and *how well* he discriminates within his various sense modalities. Most of the research has been done by psychologists and medical men using the old "brass-instrument" techniques. In order to circumvent duplication of previous work, this survey shall for the most part ignore studies done previous to 1950-51 and cover the most recent five year period.

As regards the format of this work, the scope necessitates an arbitrary hand in the ordering of the studies. Three major divisions have been erected:

1. *Discriminitive studies* — under this rubric shall be classified a group consisting primarily of tactile studies (including weight-size discrimination), but also including the work done with temperature and exosomethesis.

2. *Pain* — herein will be discussed that work concerning the congenital lack of pain sense, localization, etc.

3. *Cerebral aspects* — presentation of those studies in which the behavioral and psychological effects were secondary to the study of excision of specific areas.

DISCRIMINITIVE STUDIES

Tests concerned with actual form perception have long formed an adjunct to the clinician's armamentarium. Recently, work both on the validity and reliability, as well as developmental aspects, of these techniques has progressed.

To determine whether such techniques might be of value in evaluating dysfunction in children, Benton and Schultz (7) devised an eight item scale. This test was given to 156 pre-school children and cutting points which are suggestive of defective stereognostic capacity for the

1 Completed under Nancy G. Burton, Ph.D. at the University of Missouri in December, 1955.

three to six year age range were devised. It was noted that the skill in recognizing felt objects increased slightly from the lower to the higher age, although factors such as rapport and attention may have contaminated the results.

Since most work concerning stereognosis suggests that astereognosis may be indicative of a lesion of the central nervous system, Sloan and Bensberg (38) designed a study to investigate the hypothesis. Using the same objects as in the above study and the same procedure, they tested familial, brain-injured, and undifferentiated mental defectives. Each group consisted of 72 subjects, matched for mental and chronological age (mean CA was twenty-nine years). The study demonstrated no differences between the etiological groups, but a significant difference between mental ages.

Satter and Cassel (34) investigated the differences in ability of normals vs. three groups of mental defectives (organics, familials, and presumed psychogenetic), on a task which required the localization of tactual-kinesthetic stimuli upon six skin areas. They found that brain-injured children make larger errors in localization and the familials are most like normals; organics fail to show the effects of their distractibility and high mobility for their reliability is no poorer than the other groups; correlations between right and left members support the hypothesis that when brain damage does occur, it is likely to be confined to a particular cerebral region.

From Japan, Ohwaki (30) reports on a series of experiments in weight illusion which were carried out on normal children within the age range of three to five years, and a group of mentally retarded, whose mental ages ranged from two to twelve. The study showed that Charpentier's illusion, which is said to be caused by the contrast between the real and expected weight of an object in relation to its size, develops rapidly between the mental ages of four and five. The lack of this illusion, among children under a mental age of four years, is considered to be due to the under-development of both the weight perception and the "expected image." It is concluded that the perception of weight is perfected by the differentiation and integration of the various fields of perception.

In 1953, Fink and Bender (16) considered the ability to identify and localize asymetric, simultaneous tactile stimuli in 300 normal children ranging in age from three to fifteen years. This ability was found to develop gradually through the first decade of life and is present in

about 80% of eight-year-olds. Symmetrical, simultaneous stimuli are easier to locate and the ability is well developed in three-year-olds. Furthermore, it was concluded that extinction, displacement, and facial dominance constitute normal consistent patterns of response to asymetric, simultaneous stimuli in young children. Under six years, one may observe allesthesia, exosomesthesia, and partial displacement as common reactions to this same type of stimulus.

Evaluating these conclusions, Fink, Green and Bender (17) surmised that mental age was a factor in the perceptual process, and devised a study of the responses of mentally retarded adults. Fifty-seven inmates of Letchworth Village, ranging in chronological age from thirteen to forty-one years, and in mental age from 2-6 to 9-8 years, were tested via simultaneous touching of face and hand. Of this number, 98% reported the stimuli incorrectly, 80% of the erroneous responses completely omitting the hand. The remainder localized the face correctly, but mislocated the second percept to the opposite cheek. A relationship was found to exist between the persistance of errors and the mental age of the subject. The authors conclude that the face-hand test may be utilized as a convenient approximation of performance above and below a mental age of seven years.

Bender (3, 42) hypothesizes that sensory extinction takes place in the cerebral cortex. However, since the phenomena has been elicited in patients with lesions at lower levels of the nervous system, it is not entirely dependent upon the structural condition of the sensory cortex.

The stimulus to the face is more readily perceived in a variety of subjects (4). Moreover, the face percept influences the hand percept, frequently causing displacement of sensation. Extinction is most, and displacement is least frequent. Even when stimuli were correctly identified, it was noted that the subject almost invariably pointed to the face first, occasionally the hand stimulus was noted first, but it always assumed a qualitative diminution.

This pattern of facial dominance to double simultaneous stimuli was found to be exaggerated in normal, young children, of whom 83% demonstrated either hand-extinction or displacement of the hand percept to the face on the initial trial. It was noted that the younger the child, the more distinct was the pattern of face dominance. It is quite exaggerated in young children and in patients with diffuse brain disease in whom extinction and displacement are persistent after multiple trials.

In addition, this pattern of face dominance is manifest regardless of the cutaneous modality being tested, there being a change only in the initial frequency of extinction with change in type of stimulus.

Recognizing the potential value of a device which would evaluate this behavior in a more reliable fashion, Green and Fink (20) set up standards for comparison of simultaneously applied stimuli to the face and hand. They find a gradation of response which tends to follow this sequence: extinction with touch; extinction with pinprick and rubbing; extinction and displacement of the above three types; all of the above plus at least one of the following — exosomethesis, allesthesia, perseveration of responses, occurence of errors while subject observes visually. According to these authors, attainment of levels three and four invariably indicates disease of the brain in subjects over the age of six years (youngest children and oldest adults show three and four responses). Furthermore, of the subjects who were defective, those with the lowest mental ages have third and fourth level responses, whilst first and second level responses predominate in those with higher mental ages.

Weinstein (39) found that brain injury causes a constant error to exist between hands for judging of weight and that the direction of this error depends on the somatosensory status of the patient. In brain-injured groups without somatosensory deficits, weights on the hand contralateral to the lesion were perceived as lighter than those on the homolateral member.

It was further advanced (40) that brain-injured affects weight more than size judgment, regardless of the presence or absence of somatosensory symptoms. If the brain injury does not result in somatosensory impairment of the hands, the ability to judge weight is affected alone. However, if the brain-injury results in somatosensory defect, then both weight and size judgments are affected. In both such groups, the constant error in judgment was in the direction of causing a relative underestimation of the size of the stimulus in the affected hand, when both hands were simultaneously stimulated.

None of Weinstein's groups differed in frequency of negative time error of the affected hand (41). Stimulation of the normal hand, of the group with parietal lobe lesions, showed a negative time error which exceeded that of the controls and of the group with brain-injury which was exclusive of that section. When the controls and the frontal lobe groups were combined, they showed significantly less negative time error than the non-frontal injury cases.

Shapiro, et al (37) report that exosomesthesis is observed in patients with severe organic, mental syndromes, and is most apparent in stimulation of the hand, although it has been observed in tests of other body parts. While its existence may be considered as a pathological extension of the body image, it is not dependent upon concomitant body-image disturbances. It is not a manifestation of confusion, but rather, is a patterned and predictable phenomena. It may be a regression of these patients to a previously "normal" stage of sensory development, as suggested by the fact that the behavior is observed in simultaneous tactile tests with young children.

A large number of these studies point to the diffuse effect of even specific lesions. The results need not be observable in terms of a specific member, but rather have a somewhat generalized effect on any unilateral area. Semmes, et al (36) have shown that the locus of brain-injury (with the possible exception of the lesions inflicted upon the temporal lobe) is not a significant factor on tactual tasks. McCulloch (27, pg. 239) in discussing unilateral transfer hypothesizes the initiation of a predictive circuit whose function is to account for the effects of insult.

Conrad (11), supported by Mutschler (29), maintains that the classical theory of the nature and origin of brain pathology syndromes as founded by Wernicke, based on the reflex arc and subsequent neglect of the individual, is being replaced by a view which recognizes the subject and which stems from Gestalt theory, particularly from Sander's experiment on the actual genesis and disintegration of a Gestalt. Characteristic of the Fore-Gestalt period is a feeling of an object without relief, lack of clear organization or contour. All pathological phenomena are then comprehended as Gestalt disintegration, and thus as a protopathic Gestalt transformation.

PAIN

A field of prime consideration for both psychology and medicine is that concerning the understanding and alleviation of pain. Nor may one legitimately limit the value of such study solely to the clinician, as the theorist has important interests in this area. The perception of pain, the development of this perception, the attitudes developed to cope therewith, all show the major role this phenomenon plays in the development of theory in personality growth, emotion, and motivation.

Adrian (1) feels that as far as the brain is concerned, pain signals may cause profound changes in general activity but seem to have no clearplace in the map of events which is found there.

Perhaps due to its diffuse nature, which may be conditioned by many environmental and genetic factors, reactions to pain are manifold. From their clinic work, Schilder and Stengel (35) found it convenient to coin the phrase "asymbolia for pain." As defined by Rubins (31 p. 554) this term applies to the inability to recognize the unpleasant or disagreeable concept of a painful or threatening stimulus, with the result that little or no defense action is produced although the noxious stimulus itself is perceived. McMurray (28) found this situation coupled with various signs of brain lesion (mixed aphasia, etc.) and in patients who had undergone prefrontal lobotomy. He concludes that the origin of congenital insensitivity to pain must lie in developmental retardation.

Keizer, in a letter to the journal *Lancet* (23), contributes a case which tends to support this view. He reports concerning a fourteen year old Mongoloid with a mental age of about six years, who had teeth extracted and boils lanced, with no sensation of pain, although he had no other disturbances of the nervous system (his tactile and thermal sensitivities were intact).

Filliatt and Pratt (19) demonstrated, in a patient with suspected right-sided lesion (no necropsy) due to thrombosis, a profound unilateral loss of pain perception. In conjunction with the loss of pain sense, the patient showed restlessness and uneasiness, tachycardia, rise in blood pressure, pupillary dilatation, and deepening of respiration in response to noxious stimulus on the left side. Four stages of recovery were noted:

(1) Restlessness and non-recognition of stimulus

(2) Restlessness and scratching of wrong area of left side

(3) Stimulus recognized as itch and/or twinge in proper areas

(4) Finally, recognition and proper localization of stimulus

Up to this point the problem appears clear enough, find the specific area which mediates pain, and we can easily explain the above cases. However, Arbuse, et al (2) although agreeing that a defect of the central mechanism is probably the basis, were unable to find any associated neurological abnormalities. They remarked on the absence of lesion of any specific part of the brain in their, or any other, reported case.

Weinstein, et al (43) made a study of the withdrawal, inattention, and pain asymbolia symptoms of a group of twenty-three patients with brain disease involving the centrecephalic or diffuse projection system rather than any one discrete cortical area. They concluded that the symp-

tomatology was the result of motivated modes of adaptation to stress rather than as individual defects in perceptual or motor modalities. The behavior showed a high degree of selectivity. Withdrawn patients being mute only to questions concerning illness and hospitalization, or were inattentive only to limbs or side of body affected, and seemed to be unaware of the painful quality of a stimulus only in certain interpersonal situations.

They found the behavior not to be specific for the brain lesion, and that the personality background of these subjects was comparable with those who showed other forms of adaptation, e. g. verbal anosognosia, under similar conditions of brain function. Pre-morbid background was characterized by habitual use of withdrawal and avoidance in stressful situations and a high valuation as modes of communication of silence, immobility, sleep, and attitudes related to the representation of death and suffering. Hence, these may represent a common type of integration into symbolic patterns, or language, of diverse perceptual and motor elements.

Finally, Hall (21), after a study of the relationship of skin temperature and pain, concludes that skin temperature as a hypothalamically regulated factor forms an essential link between the sensory characteristics of cutaneous pain and the cortical factors of conditioning and learning responses to noxious stimulus. The susceptibility of skin temperature to emotional and other influences may result in a direct facilitation or inhibition of the appreciation of a given stimulus as painful. His results are consistent with the view that the pain sense, although having its distinct sensory components, is intimately related to and affected by central factors of autonomic regulation. A synthesis of the sensory and emotional theories of pain seems necessary to fit the experimental data.

CEREBRAL ASPECTS

Halstead (22, pg. 256), in applying a simple category test for the measurement of his "A" factor, found striking quantative differences between normals and those with focal brain lesions on a series of discriminations of size, brightness, position. He found significant differences between normals and those with brain lesions, and furthermore obtained statistically significant differences between those with frontal and non-frontal lobectomies. However, he reports (pg. 264) that following either unilateral or bilateral prefrontal lobectomy, visual acuity and perimetric fields are unchanged, the audiogram is unchanged, and

the cutaneous senses of the body and of the hands in particular (pain, pressure, temperature, two-point limen) are unchanged. Nevertheless, certain tasks mediated by these modalities are disturbed, evidently at a higher level of organization.

Evans (15) proposes that primary cortical centers in the anterior parietal area are linked by association neurones with an integrative center at the highest level, and that in this integrative center transmission of sensory impulses to psychological activity occurs. Hence, on the basis of this theory, it may be expected that limited excision at the lower cortical level, not involving the entire representation of any given part of the body, need not result in detectable sensory loss. Removal in the area of the highest integrative center, however, is apt to result in permanent and more-or-less extensive and generalized impairment of somesthetic sensation.

Elithorn, et al (14), in a study of tactile localization of patients undergoing prefrontal leucotomy, found that the incidence of errors and the direction in which stimuli were erroneously referred depended upon the site stimulated. This result has been interpreted as a confusion on the part of the patient between two standards of reference or "concepts." These observations are consistant with the hypothesis that normal tactile localization in man occurs through the intermediary of certain dimensions of orientation or concepts.

Representative of the more specifically localized studies is that of Critchley (12). In the investigation of tactile inattention, this experimenter advances that disease of the parietal lobes plays a highly significant and specific role. This includes; — the role of the parietal cortex as an organ of local attention; the factor of impairment of sensibility leading to the rivalry of contending double percepts of unequal strengths; the importance of the parietal lobe as the storehouse of past impressions and in the building up of a body scheme or *image de soi.* A severe parietal lesion will therefore be followed by defective attentiveness, sensory impairment, and a tendency to neglect the affected side of the body. These are three considerations important in setting the stage for the appearance of tactile inattention.

Zubeck reports on the most recent series of animal studies. In 1951 (44), after blinding 35 rats and training them to discriminate a rough from a smooth cylinder, he induced cortical lesions in various locations. Severe impairment of the discrimination followed lesions in somatic areas I and II, however, lesions in other locations did not disturb this

habit. In an extension of this work on somatic areas I and II, that investigator (45) found that cats showed amnesia for the testing situations (roughness discrimination and tactual form discrimination) when area II was removed either in combination with area I or alone. There was a loss of ability to learn, or relearn, fine discriminations. In the same experiment, rats showed no effects similar to the cats, nor indeed to the previous experiment. It was assumed that this discrepancy was due to an experimental artifact, perhaps the animals using sensitivities other than tactual.

In an investigation dealing with temperature discrimination, Downer and Zubeck (13) found that neither removal of somatic areas I and II nor ablation of surrounding sections had any adverse effect on the retention of discriminations at or above 10° C. They concluded that no part of the cerebral cortex of the rat is essential for discriminating temperature differences.

Working with monkeys, Malis, et al (24) studies the pattern of action potential in the motor cortex resulting from electrical stimulation of muscle and skin nerves. These action potentials are unaltered by resection of either the post-central gyrus and/or the cerebellum. The authors mention that the known anatomical pathways are insufficient to account for these results.

Blum, et al (9), using Macaco monkeys, demonstrated that temporal lobectomized animals were unable to retain roughness discriminations, whereas, those animals which were subjected to parietal lobectomies showed deficit in roughness and weight discrimination but none in tactile size and form discrimination. Finally, these authors question the value of the thalmo-cortical circuits in somesthetic discrimination learning.

Perhaps the most complete work done to date is that of Blum (8). Utilizing two groups of test items (one set concerned with form, roughness, hardness, weight, and temperature discriminations; the other dealing with retention of original discriminations, transfer effects, and equivalence tests), she obtained these results:

1. Deficits in somatosensory discriminary capacities were produced in monkeys by lesions which include the marginal gyrus, the prestriate area, and the posterior part of the temporal lobe. Removal of any one of these regions alone was not sufficient to produce deficits of similar magnitude.

2. Lesion of the marginal gyrus alone produced more detrimental effect on somatosensory discriminative behavior than lesions of the pre-striate and posterior temporal regions. The fact that the functions involved were disturbed quantatively (rather than being completely eliminated or being affected in a qualitative way) by lesions in different loci, suggests that the effects of the large composite lesion can not be interpreted as an accumulation of specific defects.
3. The pattern of affected and unaffected functions following large lesions of the posterior "associative" area was similar in some respects to the "astereognosis" and "tactile agnosia" described in man.
4. The concept of agnosia as a pure deficit of associative function in a given modality, unrelated to sensory impairment, must be rejected . . .

The application of a brief, low-intensity, tactile stimulus (26) resulted in evocation of discrete, surface, positive-potential waves in specific places on the contra-lateral cortex of the cat or monkey. In the monkey, such a stimulus always evokes within the cortical area of representation of that part, primary responses at two or more spots. Nembutal reduces the spontaneous activity of the cortex, but only prolongs the recovery time of these "primary response" areas. Under nembutal, tactile stimulus to the hairs of the cat's forefoot evokes measurable electrical reactions in the tegmentum, thalamus, internal capsule, and cortex (25).

Returning now to the clinical studies, French and Johnson (18) have some observations on eight patients who had undergone unilateral hemispherectomy (most of basal ganglia and all of the thalamus intact). Post-operative sensory examination revealed minimal changes. Even in the early post-operative period, both superficial and deep pain could be accurately perceived and located. Light touch was well defined early, although there was a definite difference between sides. Diminution of fine touch perception rather than perception per se was encountered (i. e. although responding, the patients could not distinguish a fine hair from a coarse touch). Position and vibratory sense were not altered even in the first few days. Recognition of shapes and weights was diminished during the early period, but as motor control became more adequate, so did shape discriminability. Two point discrimination was not altered except that the patients could not distinguish numbers traced upon the

palm of the hand, however, this power gradually returned. The thalamus unquestionably acts as the primary and probably major receptor center for the perception of pain, temperature, and light touch stimuli, hence, these were intact after hemispherectomy.

One of the better known historical studies which supports the above conclusions is that by Ruch (32). The discrimination of weight is apparently not focally represented in the cerebral cortex, and Ruch assumes that it is subsumed either by a wide extent of pre- and post-central cortex or by the thalamus.

Cohen and Grundfest (10), after electrical stimulation of afferent pathways and mechanical stimulation of the skin, noted that responses in the thalamus are located primarily in the ventral posterior nucleus, but are poorly localized within that area. Evidence of this relative absence of localization is derived from a number of sources; at a given locus in the nucleus, responses are observed as a consequence of activation by several afferent nerves or tactile stimulation of different skin areas, ipsilateral as well as contra-lateral; the activity evoked by means of one afferent pathway interacts with activity from another source. The authors further remark that these findings are in opposition with those of previous studies which stress precise localization.

After presenting a case history, Bender and Nathanson (6) state that among the many functional disturbances of their case the following were most prominant: displacement of sensation; extinction of sensation; inability to recognize, identify or associate acts/sensations which occurred on the left side of his body and the surrounding or extrapersonal space on his left side. It was as though all performance on his left side were dominated by those on his right and that this dominance forced him to turn away from the left side. A pneumogram showed what appeared to be diffuse atrophy of both sides of the brain. In a previously reported case, cited in their work, a patient showed almost the same sensory-motor dysfunction, but on the right side of her body (detailed studies revealed diffuse involvement of both cerebral hemispheres and of the entire corpus callosum, there was no evidence that one hemisphere or parts, such as the thalamus or internal capsule, were implicated more on one side than on the other. Although some cases have been reported of localized lesions causing like effects, such cases, after careful analysis, have indicated that the displacement of sensation is never orderly or systematic with reference to one side.

From this brief survey of research, it is evident that here lies one of the areas where the fruitful fusion of the experimental-theorist and the practitioner is in progress. Heretofore, the results have been ambiguous and, in some places, downright contradictory, but this is, in reality, a sign of health. As more such disputes are unearthed, just so much more research will be undertaken so as to resolve ultimately the difficulties.

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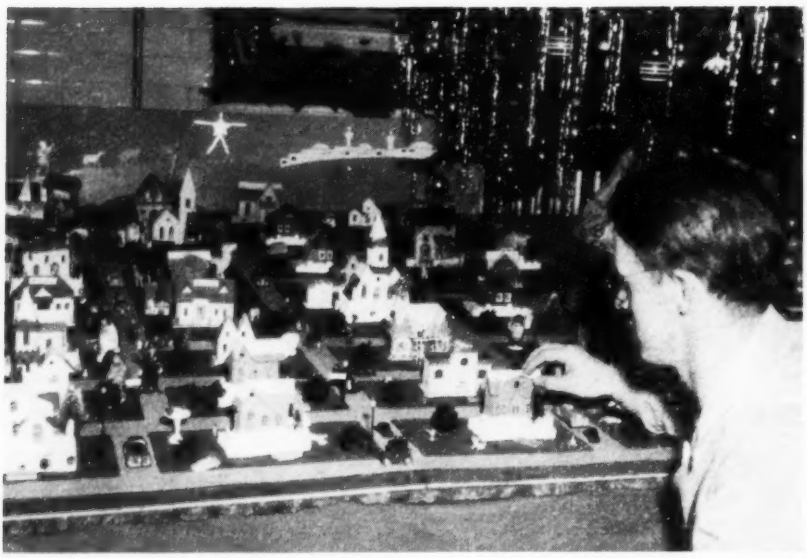
"Dear Santa!" The children at The Training School have long completed their list to Old Kris Kringle, requesting the traditional bikes, dolls, wagons, etc. Santa Claus will do his best to fulfill each of the children's wishes.

Even better than writing a letter to Santa Claus is visiting him in person! Santa stops by The Training School at least once during the Christmas season and listens to the Christmas desires of the children, noting them carefully so they will not be disappointed on Christmas morning.



On Christmas Eve, we decorate our Christmas tree and our Yuletide scenes. The childrens' cottage home will be as gaily decorated as any home anywhere. The colorful tree, the inspiring manger, the intriguing Christmas scenes — are enjoyed by the children throughout the season.

Long before Christmas, the children begin practicing the traditional Christmas carols, at The Training School. Here, a group of girls sing the carols under the direction of their teacher.

Thanksgiving Through Christmas — 1956
THE HOLIDAY CALENDAR

Thanksgiving Day has now been celebrated for over 300 years and what a tribute it is to the memory of the brave men and women who for the sake of their religious standards, the desire to worship God in accordance with the teachings of the Bible and without the dictation of rulers, gave up their homes and practically all of their earthly possessions, their friends and even their lives as they left their native land, crossing the Atlantic Ocean, to find a place to live in a new land where they would have religious freedom.

It took them three months to make this voyage as enroute they encountered a frightful storm which delayed their arrival on the New England coast so that when they did arrive, the freezing cold weather and the autumn storm almost immediately took the lives of many of the brave Pilgrims. It must be remembered that they lacked food, shelter, proper clothing and only the kindness of one of the native Indians — Squanto — saved the lives of those who survived that first New England winter.

Thanksgiving Day at The Training School has ever been revered as a day when we thank God for our manifold blessings.

This year, we celebrated Thanksgiving Day first as a day of remembrance.

Dr. Jacob talked to the children telling them why we celebrate this day and how the President years ago, had this special day in November set aside as a day of Thanksgiving. At the conclusion of his talk, lovely hymns were sung by the children with their Benediction the closing number.

The second part of the program was conducted by Mr. Lockyer and for the remainder of the period the children played games with everyone on tip toe with excitement. Many took an active part in the games while others were equally active with their applauding of the winners.

This period was concluded with the singing of "God Bless America."

At 12 o'clock when the invitation came for everyone to assemble in the dining rooms, happier children would be hard to find and with heads bowed as they repeated together their Thanksgiving Blessing, one knew that they were going to do justice to the good old fashioned

Thanksgiving dinner which had been prepared for them — and a most delicious dinner it was.

As previously stated, Dr. Jacob conducted the sacred part of our program and because of his November 1956 description of what is taking place today and which made a lasting impression upon all of us, I am, with his permission, ending this section of my description of Thanksgiving with what he said. The children's Benediction, which concluded the sacred program, ends with "Amen" and as it was said, Dr. Jacob bowed his head and for a moment he hesitated and everyone was quiet. Then he raised his head and said — "Yesterday one of the big planes loaded with suffering, frightened people — men, women and children — landed on the New Jersey coast and today another is arriving and tomorrow more people will land on our New Jersey and New York shores, much as the Pilgrims landed in New England 300 years ago. Only these poor Hungarian sufferers are being taken care of by kind hearted people in our hospitals, homes and army camps, whereas 300 years ago, neither people nor the necessities of life were available to the destitute Pilgrims and many died."

Dr. Jacob was very realistic as he described how thankful those poor Hungarian people are to be with us here in America. Also how thankful we should be for our blessings, that we are Americans and are under the rule of good Christian people who worship God and love their fellowmen.

November 23

School was closed and except for necessary activities the school children enjoyed a second holiday.

November 24

Moving Pictures — "It Shouldn't Happen to a Dog" (a comedy) was shown in the P. M. for the younger children and in the evening for the older children and Staff.

November 25

As we celebrated Thanksgiving and Harvest Sunday, also Parents Day, on November 4 with the stage decorated with the products from the farm, the orchards, the gardens and greenhouse, a special program was not prepared for today. However, it should be stated that our children love to go to assembly on Sunday as it is always looked upon as a special occasion.

November 26

Preparations for Christmas are now under way and are in evidence in many areas of The Training School, but particularly so in the Educational Department where little children who are taking part for the first time in a Christmas play are being taught to say their lines, to act out their parts and to sing their songs as perfectly as they are able, and what a lot of work is represented in the preparation of a Christmas play. But, the children love every moment of the time devoted to the play.

November 27

A Christmas room was opened where children could select their gifts for their loved ones.

November 28

Mr. Renne and his farm boys made their first trip to the woods to gather greens for the making of decorations for the Cottage homes of the children.

December 1

A matinee "Great Diamond Robbery" (Red Skelton and James Whitmore) was shown in the afternoon for the Junior groups of children and in the evening for the Senior groups and family.

December 2

Parents visiting Sunday. This is always a happy day as it means to many children the joy of not only visiting with their parents, but of showing them around the grounds. As the children of The Training School seldom, if ever, express jealousy, it gives pleasure to children *not* visited, when they are privileged to join the family circle and visit with the parents of a cottage mate.

December 3

A Christmas shopping day for the children who get a real thrill from sending gifts home to family and friends.

December 5

Members of the Board of Lady Visitors were very welcome visitors today with the children always so happy to see them. At lunch the Ladies spoke enthusiastically about the little kitchen and nice dining room at Tyler. Tyler is certainly an ideal cottage for little children.

December 6

Mr. Renne and his boys making another trip to the woods. To these boys, this is a real treat as they talk about these trips long after Christmas is over, even when seated around the camp fire at Camp Mento, spinning yarns about the good old winter time and how they went into the deep woods for hemlock and pines and cedar.

December 7

The Canteen was well patronized today as the Bleeker and Hankins boys and Homestead girls came in from the Colony to do Christmas shopping, as the time is getting close.

December 8

Moving Pictures — "Lassie Come Home" (Roddy McDowell, Edmund Gwenn).

December 9

Sunday Service.

December 10

Preparations for the Christmas Play in full swing.

December 11

New curtains for the stage arrived and the decorators began at once to hang and adjust them in readiness for the coming events.

December 12

The Quarterly meeting of the Board of Trustees was held today. Many of the Staff Members had the pleasure of dining with the board. Luncheon was served in the family dining room at Maxham and the guests expressed their admiration for the style and colorful appearance of the new window draperies.

December 14

Dear old Garrison Hall has been in Exile for approximately nine months and it is just wonderful for it to return to normalcy at this time of the year, as now it will be possible for the Hall to play its usual part in the Christmas Celebrations. One can hardly visualize our good old friend Santa Claus arriving at the Hall and not seeing the auditorium filled with laughing, singing, shouting, happy children awaiting his arrival. The stage has been modernized as our friends will soon see and appreciate. — One little boy, looking for the first time at the lovely

curtains, whispered to his friend, saying, "When Santa Claus sees this he may think he is in the wrong place and go away. Perhaps we had better wait outside and make sure of him." (Not a bad idea).

December 15

Moving Pictures — "White Feather" (cinemascope — Robert Wagner, Debra Paget).

December 16

Sunday Service.

December 17

The lighting of the out-of-doors Christmas trees brought a thrill of happiness to every child, as Christmas seems much nearer when the lights are all turned on.

December 18

Full dress rehearsal of the Christmas Play.

December 19

Distribution of trees and decorations throughout The Training School.

December 20

The Christmas play "When Toys Come to Life" was given for the first time for the Homestead girls and for the Bleeker and Hankins boys, and School children. It is a play for children and it was enthusiastically appreciated.

December 21

"When Toys Come to Life", was repeated for The Training School family, their Vineland friends and for the children who did not attend last evening. It was a very enjoyable performance and everyone was delighted with the little children taking part.

The Tiny Tim Carol Sing was participated in by 50 Training School children and employees, and certainly it is a delightful Christmas custom for raising money for crippled children. Last year $3,700.00 was raised and this year we expect and hope that it will go higher.

December 22

At Christmas time the idea of making the auditorium in Garrison Hall look like a Cathedral room with its high ceilings and tall windows draped with ropings of laurel, sprays of holly and branches of pine and with wreaths in every window has been for years traditional in The

Training School. — This year, because of the changes made on the stage, curtains in the place of scenery, and the front curtain, a lovely velour draped type curtain, it was decided to limit the decorations so that people could get acquainted with the modernized appearance of the auditorium and stage and next year we will decorate again. However, a Christmas tree for Santa's reception will decorate the center of the stage as otherwise he might not feel at home and that would never do. His tree and his candy boxes, in their proper places, will be waiting for him.

December 23

Christmas Sunday.

December 24

The auditorium in Garrison Hall with its newly painted walls and ceiling, its venetian blinds and beautiful velour draw curtain suspended from the proscenium and with the stage dressed up in a modern setting with lighting and all of the plans for the cinemascope curtain and necessary equipment for all of the new gadgets, etc., makes one feel that it will be necessary to introduce Santa Claus to our Christmas 1956. Only he will be able to jingle his bells gaily and dance and sing with glee and wish everyone — A Merry Christmas!

December 25

Christmas Day, the birthday of our Savior, which has been celebrated for over 2,000 years, is the best loved and universally celebrated of all days throughout the world. In The Training School, just as the new day is dawning, when the band plays "Hark, The Herald Angels Sing," a realization comes to us that we are very fortunate people to be able to live our lives in an environment where the standards of living are as high and as beautiful as they are in The Training School. — Here, we are privileged to work with little children who may never achieve positions of greatness here on earth, but this we know, that some day they will take back to the Master the spirit of love and of truth and of kindness just as they have been taught by their teachers. Christmas time is a wonderful time for everyone to store up treasures in heaven and let us remember that "A little child shall lead them."

On Christmas Day, opening and enjoying their gifts, and their delicious Christmas dinner, which the children anticipate and enjoy beyond words to say, is a brief description of the day. Christmas is certainly one of the happiest celebrations in the whole year.

December 26

The day after Christmas should be listed as exhibiting day as the girls, almost without exception, love to display their gifts on their beds and then to make sure that their friends come calling so that every gift will be seen and admired. At night they place their gifts back in boxes and in a larger box and tuck them away under the bed.

The boys love to wear their gifts if at all possible and walk around making calls and winning the admiration of their friends.

December 27

Children were taken for rides into the City of Vineland to see the lovely house and lawn decorations which are truly outstanding on many of the side streets as well as on Landis Avenue.

December 29

Moving Pictures — "The Robe" (Cinemascope —Richard Burton and Jean Simmons).

December 30

Sunday Service.

December 31

Watching the old year out and the new year in is also traditional in The Training School, only the younger children get sleepy and the next day wonder why they did not see the *Baby New Year.*

ALICE M. NASH

Educational Consultant
The Training School
at Vineland, N. J.

A STORY OF CHRISTMAS — LONG AGO

The celebration of Christ's birthday is a beautiful celebration. But, as it reminds us of the little town of Bethlehem, where nearly two thousand years ago the Christ-Child was born, we shudder as we think of how Mary and Joseph were treated by the innkeeper, for how could he say to those poor people, "No room in the Inn. If it is shelter you want, there is the stable. You can sleep there."

It was all that they could do and so they accepted his permission to sleep there. As they entered the stable and saw it filled with the farm animals, how poor Mary must have felt, especially so as she looked at a bed of hay and knew that here, surrounded by the gentle animals, chewing their cuds, the Christ-Child would be born. Poor Joseph was distraught with his feelings for Mary, but what more could he do under existing circumstances. On that night, Christ the Savior of all mankind was born.

How wonderful it is that after all these years, if we close our minds to secular thoughts and focus our thinking on the Christams Story, we can visualize that manger scene in the little town of Bethlehem so vividly that tears fill our eyes; and equally wonderful is the fact that this blessed anniversary has been celebrated for hundreds and hundreds of years and will continue to be throughout all eternity.

I love to think of Christmas in just this holy way, and I wish that more people felt as I do about it, for unless a greater effort is made to teach young children the true meaning of Christmas, I am fearful that they will think of it only as it is symbolized by Santa Claus and by the stores filled to overflowing with toys and gifts of every description.

Perhaps I am wrong. But even so, I shall continue to believe that serious-thinking people realize and regret the trend of the times, that the celebration of Christmas in our large cities and in our small towns is fast becoming commercialized, that even our beautiful Christmas carols are being sung at times and in places not in keeping with the holiness of these glorious songs. However, we can hope that a few people in many places will listen and will be inspired to live better lives.

Thoughts like these make one want to write an up-to-date Christmas Story as of today. But my thoughts are of Christmas long ago when

money was not plentiful, when it took the total of a person's earnings to meet the necessary expenses of everyday living — food, clothing, and shelter — when Christmas giving as of today was a luxury and could only be afforded by a few people.

It is in remembrance of these times that I have written my Christmas Story. It is simple but realistic, as basically it is a description of how Christmas was celebrated at The Training School before automobiles took the place of horses, and when two little stockings hanging by the fireplace with a little rag doll looking out of one and a pair of red mittens fastened to the toe of the other filled the hearts of two children with unspeakable joy — joy that was reflected in the faces of father and mother, seated at the breakfast table, as they bowed their heads for "grace."

My story will be brief as I have limited it to the telling of what happened the day before, the night between, and the following day which was Christmas Day. I am hopeful that you will not read into it that anyone was overworked or unhappy during this time, for we were never happier than when we were preparing for Christmas.

True to form, my story begins with —

It was the day before Christmas and every available person worked in Garrison Hall preparing the auditorium for the "Reception to Santa Claus," which was to be held in the evening, and for what was to take place in that same room immediately following the Reception.

First, the stage was set with scenery which made it resemble an old-fashioned kitchen with fireplace, etc. A beautiful stately Christmas tree was placed in the middle of the stage and, although without trimmings, it was a lovely tree. But, as the children in the classrooms had made decorations for it, the tree was trimmed with long strings of popcorn, both white and colored; also with angels cut out of paper by the little children, paper flowers made by the older children, and apples hanging—much as are the glass balls of today. When finished, it was a lovely tree with a little manger scene at its base, and a few boxes of home-made candy gave it a festive appearance. (In those days, lights and manufactured decorations were out of the question.) The high ceilings in the auditorium including the proscenium at the front of the stage were festooned with laurel roping, and the official pictures hanging on the walls were decorated with holly and pine. Along the two outside aisles in the auditorium were strips of wood about 4 inches wide and when joined

together, they reached the entire length of the auditorium. These strips had been prepared at the Carpenter Shop for the occasion by having nails driven in about 6 inches apart so that, when the strips were nailed solidly to the chair rails, the nails acted as hooks and upon these the children hung their stockings. In their cottages, the children were provided with stockings with loops stitched at the tops so that it was quite easy for the children to slip the loops over the nails.

At 7 o'clock in the evening, the assembly bell was rung, and it was the invitation to hasten to Garrison Hall to "The Reception for Dear Old Santa Claus." As soon as they arrived at the Hall, the singing of the Christmas Carols was delightful to hear. While they were singing, one group after another was called and, with assistance, the children hung their stockings. When this part of the program was completed, and two hundred stockings were hanging all around Garrison Hall, it was time for Santa to arrive. At least it was time to expect him, to listen for his sleigh bells, and then to sing louder, until the bells could be heard in the distance — coming nearer and nearer — then the curtain was raised and there he stood right beside the Christmas tree! How the children shouted and called to him until he raised his hand for silence and invited them to come up and see him. Our children just love "Dear Old Santa," as they call him, and after the first greeting was over, many children went up on the stage and talked to him, telling him where their stockings would be. He played up to their enthusiasm by telling them about the things that they would find in the morning. Finally he told them that he must be on his way as he had promised to visit many more children before morning. With a jolly goodbye, and Merry Christmas, and a jingle of bells, he hastened away.

The children, happy but tired, sang their goodnight song and returned to their cottages to dream of tomorrow.

Immediately after their departure, the gifts were delivered at the Hall and until one o'clock in the morning, the staff took over and everyone worked hard filling the stockings. The larger gifts were placed on the stage and the perishable ones were carefully looked after. When all of this was completed, the auditorium was a beautiful sight to see.

At 9 o'clock on Christmas morning, the ringing of the tower bell was again happy music to the listening ears of eager children, and when they entered Garrison Hall, the joy and laughter, shouting and noise of two hundred children would be hard to describe, and so I will leave it to your imagination.

To prevent excitement which could have been difficult to control and the danger of mixing up the gifts, the children took their regular seats. As the Superintendent called the groups, the children, guided by the people in charge and houseparents, went to the places where their stockings were hanging and claimed their gifts. A happier gathering of children would be hard to find. As soon as the excitement of the moment was over, the children hurried back to their cottages, eager to look at, try on, and enjoy their gifts.

At 12 o'clock a Christmas dinner was served which would have delighted even the most fastidious. To the girls and boys of The Training School it was a regular banquet. On this very special occasion, the teachers acted as waiters and waitresses, and how the children enjoyed this opportunity to "play they were officials," as they used to say, and how the staff enjoyed their fun and remarks!

Later in the afternoon, after the family dinner was over and the carol singing in the living room, which was always a delightful after-dinner event, was concluded, everyone put on topcoats and visited the children in their cottages. What a happy hour that was as the children were delighted to exhibit their gifts and to have them admired. It hardly needs to be stated that we never failed the children in our appreciation of their gifts.

In this connection, in justice to the good people who helped to give the children a happy Christmas, it should be stated that practically all the decorations throughout The Training School, and at least two-thirds of the gifts received by the children, were home-made. While these gifts could not be compared with the beautiful ones the children are receiving today, yet these home-made gifts, in those days, were enjoyed, loved, and treasured quite as are the gifts received today.

On Christmas night a light supper was served, prayers were said and the children were told that if they so desired they could retire early. Strange as it may seem, in a very short time every child was in bed and sound asleep. They were tired but happy children.

This story would be incomplete unless it contained one or two little stories telling about how one or two special children enjoyed their Christmas. Thus, to complete my story, I am going to tell you about three precious children who are still outstanding in my memory: little Letty, Freddy, and John.

Letty was a dear little brown-eyed baby girl, not quite six years old. She attended the kindergarten class and could do many cute things, but she was not able to write her letter to Santa Claus. She was quite able though to dictate one to her housemother, telling Santa Claus just what she wanted him to bring her for Christmas. It was a doll with real hair that she could comb and braid and tie with pretty ribbons just like her own. (Before coming to The Training School, her hair had been tied with white rags. Now the luxury of ribbons was her joy and pride.) This letter was taken care of in the usual way and in due time it reached the matron, a very kind-hearted woman. When she read what Letty had asked for, she remembered a donation recently received which contained a pretty china doll, somewhat the worse for wear, but the body was in good condition. With a touching up of its face and a new outfit which the matron made, the dolly looked very lovely. When it was wrapped in pretty paper and placed in Letty's stocking, we talked about how happy Letty would surely be with her dolly.

On Christmas Day, when we visited the cottages, we looked around for Letty and then we saw her sitting dejectedly by her bed holding the china doll at arm's length and looking very sad. When we asked her why she was sad, she said, "Look what Santa brought me, a china doll with hair painted right on its head, and I asked him for one with real hair that I could comb and braid and tie with ribbons like mine. You know, the kind they make in school with hairy yarn on their heads. Do you suppose Santa would take this one back and give me the other one?"

Letty's unhappiness was of short duration, as in a little while her rag dolly with brown yarny hair was held tight in her arms, and so that we would not see her tears of joy, she held her face against the dolly's face. And so, we left her happily loving her little rag doll.

Freddie was older than Letty, a ten-year-old boy full of life and very active. But, only with much assistance was he able to write and print his Christmas letter telling Santa Claus that what he wanted was a sled. Nothing else, just a sled. Unfortunately, Freddie's letter was taken care of by a very practical person who reasoned that a sled for Freddie was ridiculous, as we have so little snow in Vineland. Also, he needed a new coat for Sunday and a game of dominoes he could play with all through the year. On Christmas morning, when Freddie went for his gift, he went straight to his stocking. He saw that something was in it and below it a fair-sized package — but no sled. He took his gifts,

looking longingly at the sleds on the stage, and left the Hall with his group, returning to his cottage a very disappointed boy. Later on in the day, when people visited his cottage, saw him so unhappy and inquired why, his answer was, "This is what Santa Claus brought me, and I asked for a sled." Someone volunteered to pacify him by saying, "Why, look at that lovely Sunday coat and that nice game and all those good things to eat." His reply was, "But a Sunday coat don't help a fellow to play out of doors, and the game — who wants to be a "sissy" and play dominoes when the other fellows are playing out of doors?" Just then the Superintendent came on the scene and heard part of the conversation. and realizing that Freddie was not happy with his gifts, he quickly said, "Freddy, you come right along with me and we'll get you fixed up in a jiffy!" They went to the Carpenter Shop and there, among the unfinished sleds, they found one that only needed a few more nails in it which were quickly driven in. A rope was located, and together they left the shop. Freddie could then join his friends at play and was soon one of the happiest boys at The Training School. The Superintendent, thinking to himself, decided that Santa's helpers must always have a love and understanding of children if happiness is to come first.

The story of John is very different from Freddie's and Letty's. for John was seventeen years old, tall and "skinny" as the boys called him. He was one of the most reliable and good-hearted boys in The Training School. He made just one request to Santa Claus — to bring him a pair of rubber boots, big and strong. When questioned by his housemother about writing a letter to Santa Claus, he said, "Not on you life. I am too busy to write letters. Besides, if I did he couldn't read it" (which was true). "You do this for me, you let him know what I want" (and she did). On Christmas morning, when John entered Garrison Hall, he looked down the line of stockings until his eyes rested on a rubber boot, and he made one dash for it. (He felt sure that it belonged to him as rubber boots in those days were a luxury at The Training School). After hugging the one boot hard, he looked down the line for the other one. He looked under the seats and, seeing his dilemma, someone called "John, look at the tree!" Sure enough! His other boot was high up on the tree. Over the lights he went, grabbed his other boot and dashed out of the Hall, to his cottage and into his boots. He could not have been happier had he been given a million dollars.

Again, I say money is not the decisive factor when you are buying Christmas gifts for little children. Love and understanding of children is what is needed to bring to them real and lasting happiness.

Letty was a precious child, loved by everyone. Freddie was a real boy, sometimes good and sometimes bad, but always meaning to do better. John, with a heart of gold, was also loved by everyone because of his kindness to little children. On cold winter days, he would carry in his arms a poor little crippled boy from his cottage to the classroom, and at the close of the day he would return for him. Today, I like to think of John as one of God's faithful angels in heaven helping there as he did here.

Thus ends my Christmas story, and as it began, so I wish it to end with the "Glorious Story of Old" uppermost in our minds, and the remembrance that if we will but keep the Spirit of Christmas a guiding light in our lives together with a Christ-like love for little children in our hearts, we can know the joys of Christmas every day throughout our lives.